DOCUMENT RESUME

ED 117 071 SP 009 768

TITLE A Multifaceted Program for the Improvement of Teacher Education in Puerto Rico and the Caribbean.
INSTITUTION Inter American Univ. of Puerto Rico, Hato Rey.
PUB DATE 75
NOTE 28p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Conferences; Foreign Countries; *Inservice Programs; *Inservice Teacher Education; Organizations (Groups); *Preservice Education; Program Evaluation; *Public School Teachers; Schools of Education; *Teacher Education; Workshops
IDENTIFIERS *Distinguished Achievement Awards Entry; Puerto Rico

ABSTRACT

The Inter American University presents a program for the improvement of teacher education in Puerto Rico by implementing the following innovations: (1) an academic retreat to serve as a forum for planning the coordination of activities; (2) the development of an Educational Resources Center to serve as the center for marshalling efforts toward the goal of improving teacher education programs and providing programs for improvement in preservice and inservice training; (3) organization of the Caribbean Teacher Education Association to serve as the body through which ideas are shared and disseminated to other educators; (4) an experimental observation room designed for clinical classroom experiments; and (5) expansion and growth of the annual education conference to reach a wider audience of educators who will work together in action workshops designed so they will have ideas to implement immediately in the home classroom. The purpose of these innovations is to coordinate teacher education activities in Puerto Rico and the Caribbean to facilitate, through the communication and sharing of ideas, a continuity of action in the improvement of teacher education. (JMF)

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INTER AMERICAN UNIVERSITY
OF PUERTO RICO

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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P. O. Box 1293
Hato Rey, Puerto Rico 00919

December 12, 1975

A MULTIFACETED PROGRAM FOR THE IMPROVEMENT OF TEACHER EDUCATION IN PUERTO RICO AND THE CARIBBEAN

The Education faculty of Inter American University have made a real contribution to the improvement of Teacher Education in Puerto Rico through the implementation of the following:

1. The Academic Retreat
2. The Development of an Educational Resources Center
3. Organization of the Caribbean Teacher Education Association
4. Use of the Experimental Observation Room
5. Expansion and Growth of the Annual Education Conference to reach a wider audience of educators

The purpose of the above innovations is to coordinate teacher education activities in Puerto Rico and the Caribbean to facilitate through the communication and sharing of ideas a continuity of action in the improvement of Teacher Education. The Academic Retreats have served as a forum for planning the coordination of such activities; the Educational Resources Center will serve as the hub or center for the marshalling of efforts toward the goal of improving teacher education programs, providing programs for improvement in pre-service and in-service training. The Caribbean Teacher Education Association will serve as the body through which ideas are shared and disseminated to

SP009 768

many educators. The Annual Education Conference will serve as an opportunity to reach a large number of educators who will work together in action work-shops designed so they will have "take home ideas" to implement immediately in the classroom.

Task forces have been formed from groups who have attended the various educational activities with members of the education faculty at Inter American University who have implemented these ideas in the public and private school system in Puerto Rico and the Caribbean.

A MULTIFACETED PROGRAM FOR THE IMPROVEMENT OF TEACHER EDUCATION IN PUERTO RICO AND THE CARIBBEAN

Inter American University of Puerto Rico is the largest private institution of higher education in Puerto Rico. It serves 23,335 students (fall semester 1975) in thirteen locations on the island. It is fully accredited by the Middle States Association of Colleges and Secondary Schools.

The growth of the University has been marked by a central theme which is part of its charter statement: it is a service university in that it tries to meet community needs in all of its programs.

The Education Department of Inter American University offers Associate of Arts, Bachelor of Arts, and Master of Arts programs. There is a deep interest in becoming leaders of education in Puerto Rico not for the accompanying recognition, but rather to fulfill a real need. The program described here has been developed over a period of a year, though the overall plans are projected over about a three year period.

A Multifaceted Program for the Improvement of Teacher Education in Puerto Rico and the Caribbean

The Education Department faculty of Inter American University have made a real contribution to the improvement of Teacher Education in Puerto Rico through the implementation of the following:

1. The Academic Retreat
2. The Development of an Educational Resources Center
3. Organization of the Caribbean Teacher Education Association
4. Use of Experimental Observation Room
5. Expansion and Growth of the Annual Education Conference to reach a wider audience of educators

OBJECTIVES OF THE ABOVE ARE AS FOLLOWS:

1. The Academic Retreat

The Education Department faculty was aware of educational needs that had not been met in the department, on the island, nor in the Caribbean. Therefore, "Academic Retreats" were organized where education faculty, consultants in certain areas, and administrators met in various meeting places outside of the university to freely plan a program to assess and meet these needs.

2. Development of an Educational Resources Center

A center to serve as a central place for pre-service and in-service training by providing seminars, workshops, and clinical experiences for practice teachers, teachers, administrators, professors was planned.

3. The Caribbean Teacher Education Association

The main purpose of this organization is geared to improvement of pre-service and in-service education in higher education

institutions in Puerto Rico and the Caribbean. It was as a part of the Education Resources Center.

4. Experimental Observation Room

This room has been specifically designed for clinical classroom experiments with children from nearby schools and simulated classroom experiences.

5. The Annual Education Conference

For six years the Education Department of Inter American University has sponsored an educational conference which has grown to be the main event of the year for teachers all over the island. However, this year the conference will be specifically geared to Teacher Education, which is an outgrowth of last year's conference held in March.

The above five educational activities may not appear to be innovative on a national scale, however, in Puerto Rico they are.

The "Academic Retreats" are new and have served as an excellent forum for the exchange of ideas and to organize task forces with target dates for action. The Academic Retreats were held with the department faculty and stateside consultants February 18 and 19, 1975; March 7, 1975; April 4, 1975; August 12, 1975; October 15, 1975. Seminars, conferences, and workshops were held for invited educators from private and public schools, university professors from Junior Colleges, Colleges, and Universities, and representatives from the Teacher Corps, Title III Program for the Disadvantaged, and Headstart Programs. In general, these activities were well attended. In the appendix are enclosed one or two programs as samples of the topics dealt with in Teacher Education.

Two large conferences were sponsored: The island-wide Sixth Annual Education Conference entitled "Critical Issues in Education" held on March 18 and 19, 1975. The second one was May 8th and 9th entitled "An Awareness Conference: Issues Pertinent to Today's Educator". Each seminar, workshop, conference, and working session was dedicated to plans to revamp the teacher education program in Puerto Rico.

The faculty who coordinate the Teacher Education component in the Education Department enabled the "task forces" comprised of various educators who had attended our activities, to work with the Department of Instruction in the Experimental Schools which are a few schools in various parts of the island that are organizing their own curriculums to fit their particular situations, and with the few schools that are experimenting with the new five quarter system called "Quinmester System", (two are in San Juan, two in Mayaguez, two in Ponce, and two in Arecibo) so as to better prepare in-service and pre-service training sessions to deal with the new problems an industrialized economy is bringing to the school system. One other special problem which a task force is dealing with is that of the new but surging problem of the "Neo-Rican" students. The term "Neo-Rican" refers to people of Puerto Rican heritage who have spent the majority of childhood and adolescence on the Continental United States. They have been returning to Puerto Rico in large numbers since the 60's. Now there are some 60,000 Neo-Rican students in the school system with special language and cultural adjustment problems. Special training is needed for teachers to deal with these students so an Ethnic Heritage Program with an Academic Cluster was prepared by the Education

Department for teacher training to help these students since the problem is continuing to grow. Therefore, the objectives of these conferences, seminars, retreats have been met: to share amongst educators the problem in the school system, to make assessments of teacher education needs and become a leader in the field of education by proposing a three-year plan which will include:

1. Conceptualization of the Educational Resources Center and its best use for educators in Puerto Rico and the Caribbean.
2. Constantly assessing needs of the schools, teachers, university, and the community.
3. Inventorying available resources in all areas of education in Puerto Rico and surrounding islands.
4. Re-designing programs as need arises.
5. Writing and field testing materials for use in the classroom, or in in-service workshops.
6. Continuing to sponsor activities through the center to upgrade teacher education.

The Education Faculty designed the Educational Resources Center based on a survey made after several site visits to other centers in the United States. Ideas with relevance to Puerto Rico were used in the design. The Inter American University administration agreed to the model and supplied the financial backing for the development of the center. The Experimental Observation Room had been designed and approved a year earlier.

The Caribbean Teacher Education Association (CTEA) is the first of its kind in Puerto Rico and the Caribbean. (The appendix includes a program)

Purposes

The Caribbean Teacher Education Association is an organization of educators dedicated to the improvement of pre-service and in-service education in higher education institutions in Puerto Rico and throughout the Caribbean. The organization was founded by professors of Inter American University of Puerto Rico. The members may:

--collaborate in analyzing and developing curriculum materials in teacher education
--interchange ideas about the perceptions, strategies, concerns, innovations, and practices of others in the field
--implement a central place for the acquisition and dissemination of information, materials, research, and special studies in the field pertinent to our situation which is often a bi-lingual, multi-cultural one
--have the opportunity to personally intermingle and work together toward fostering a higher quality of education at higher education level

Organization

The CTEA will have a Board of Directors, committees, and task forces on which all participating colleges and institutions will have representation.
The CTEA members will maintain channels of communication by means of conferences, workshops, and meetings.

Membership

Membership is open to all individuals primarily concerned with the improvement of teacher education at higher education level. This includes professors, administrators, personnel, and officers from colleges, universities, government, and other agencies which deal with higher education.

Dues

Dues are $15 per year. This fee includes receiving the Journal of Teacher Education, published by the American Association of Colleges for Teacher Education (AACTE), membership in the CTEA, and the CTEA quarterly Newsletter.

Affiliation

The CTEA will be affiliated with the AACTE in order to receive the Journal of Teacher Education which is a quarterly publication devoted to broad societal, educational, and teacher education issues. Also, the AACTE Headquarters Staff is willing to help the CTEA meet its objectives by providing expertise in the area of teacher education.

Response to this organization was good. The first CTEA Conference was held November 21, 1975 in San Juan. There are 62 registered members from Puerto Rico, St. Thomas, and St. Croix, Virgin Islands, Jamaica, Trinidad, Barbados, and one from Haiti. The members from the caribbean islands are

either teacher educators from the colleges or their regional colleges, i.e., The College of the Virgin Islands or the University of the West Indies, or educators from the Departments of Education on the islands. Membership will be gradually built as hopefully this organization will be the catalyst to coordinate teacher education activities in Puerto Rico and the Caribbean. The quarterly Newsletter will be used to keep all educators informed of the discussions, research, sharing of materials. There will be two conferences a year to unify the ideas and plans.

The Annual Inter American University Education Conference.

Last year 1975 and this year 1976, the Annual Education Conference objectives are to integrate theory and practice in teacher education through active workshops dealing with the problems pertinent to teachers in the classroom. In the past, many outstanding educators were brought to speak, but little was done to facilitate classroom activity, nor were there follow-ups. The task forces mentioned earlier will be available to visit the schools, work with the teachers, and the Educational Resources Center will be available to further coordinate pre-service and in-service teacher training; and if possible, to individualize professional development.

Personnel Involved

In all the innovative modes of education mentioned above, the personnel involved have been mentioned. However, the Chairman of the Inter American University Education Department, with the Education Department faculty will continue to take the lead in implementing the ideas presented.

Budget

The Educational Resources Center and the Observation Room was approved by the administration and the space was provided by the university. A combination of funds through Teacher Corps, Title III, and the Education Department Budget supplied the additional money.

Academic Retreats (Includes materials disseminated and lunches)	$1,100.00
Caribbean Teacher Education Association-(Paid for by membership subscription)	
Seminars and Workshops (Includes materials and coffee breaks)	500.00
Education Conference Supported by university and fees by participants. (There are usually about 600 participants)	4,000.00

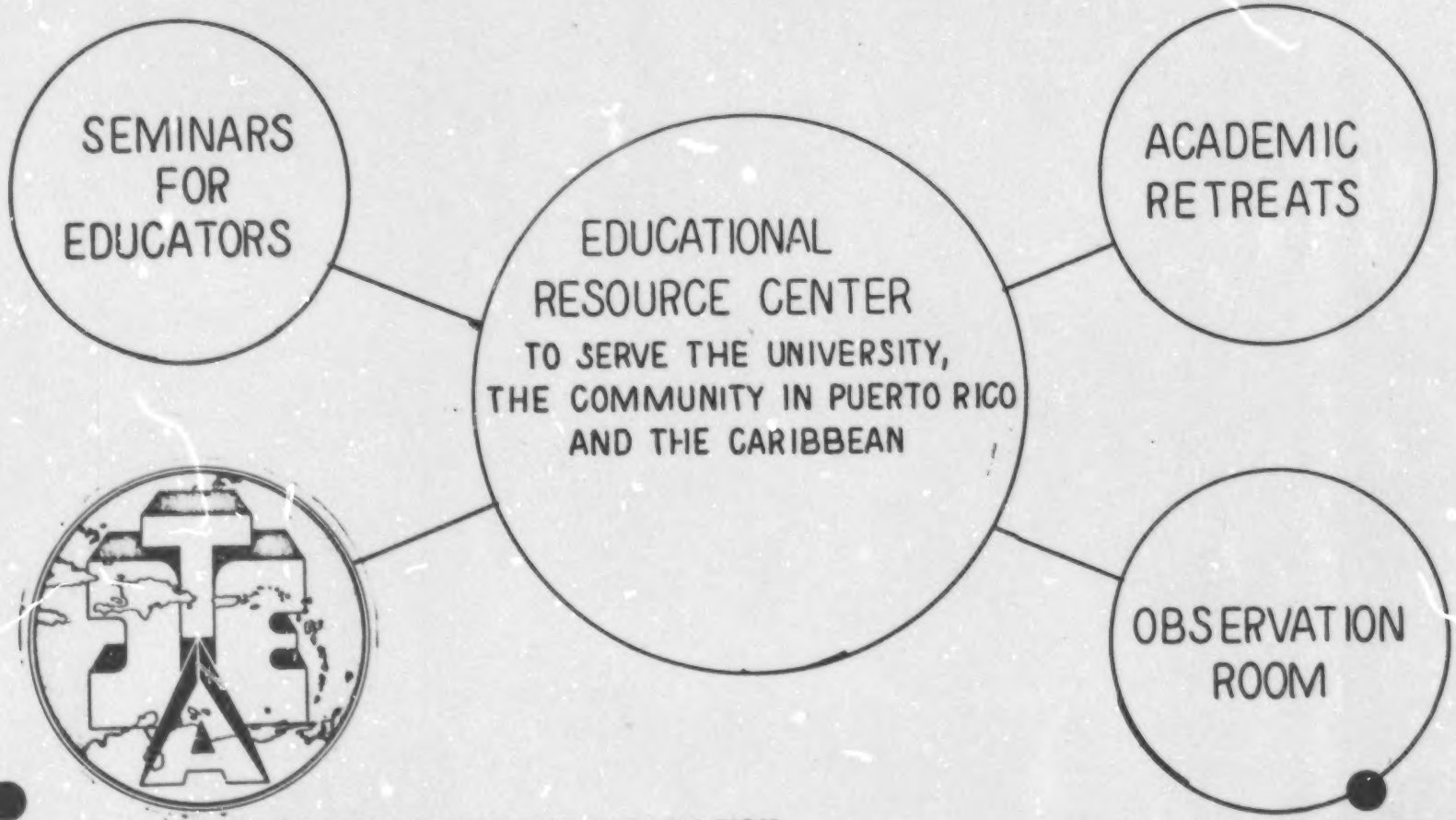
Evaluation Methods and Results

At the end of each seminar, workshop, conference, and retreat an evaluation form was filled by the participants. (Forms are available if needed). The results of these forms provided information which was utilized to articulate needs and identify competencies teachers need to foster experimentation, and systematically plan and evaluate their own programs to improve teacher education. Based on these various evaluations, the Inter American University, Education Department, was able to design and implement the program presented in this report.

APPENDIX

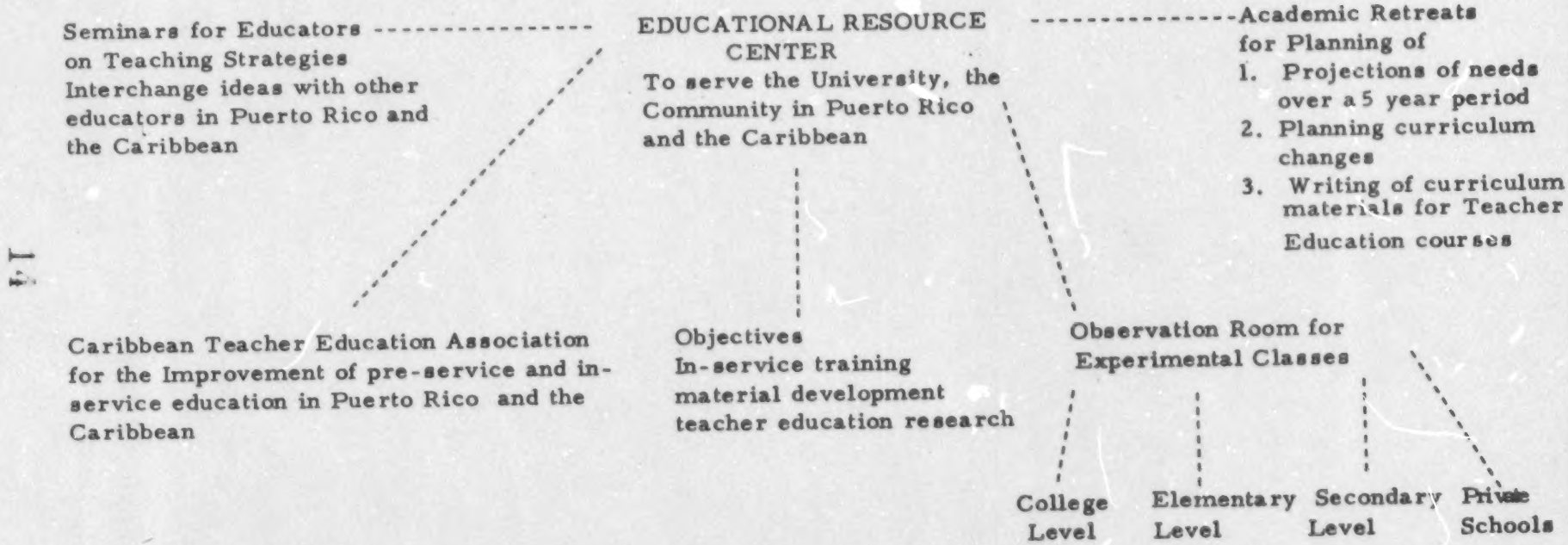
EDUCATIONAL RESOURCE CENTER PLAN FOR PUERTO RICO AND THE CARIBBEAN

(BASED ON THE ORGANIZATION PLAN IN ACADEMIC RETREATS ATTENDED BY EDUCATION FACULTY OF THE INTER-AMERICAN UNIVERSITY OF PUERTO RICO, SAN JUAN CAMPUS)


SEMINARS FOR EDUCATORS
EDUCATIONAL RESOURCE CENTER
TO SERVE THE UNIVERSITY, THE COMMUNITY IN PUERTO RICO AND THE CARIBBEAN
ACADEMIC RETREATS
OBSERVATION ROOM

CARIBBEAN TEACHER EDUCATION ASSOCIATION

EDUCATIONAL RESOURCE CENTER PLAN FOR PUERTO RICO AND THE CARIBBEAN
(Based on an Organization Plan in Academic Retreats attended by Education Faculty of the Inter American University of Puerto Rico, San Juan Campus)


Seminars for Educators
on Teaching Strategies
Interchange ideas with other educators in Puerto Rico and the Caribbean
EDUCATIONAL RESOURCE CENTER
To serve the University, the Community in Puerto Rico and the Caribbean
Academic Retreats for Planning of
1. Projections of needs over a 5 year period
2. Planning curriculum changes
3. Writing of curriculum materials for Teacher Education courses
Caribbean Teacher Education Association for the Improvement of pre-service and in-service education in Puerto Rico and the Caribbean
Objectives
In-service training
material development
teacher education research
Observation Room for Experimental Classes
College Level
Elementary Level
Secondary Level
Private Schools

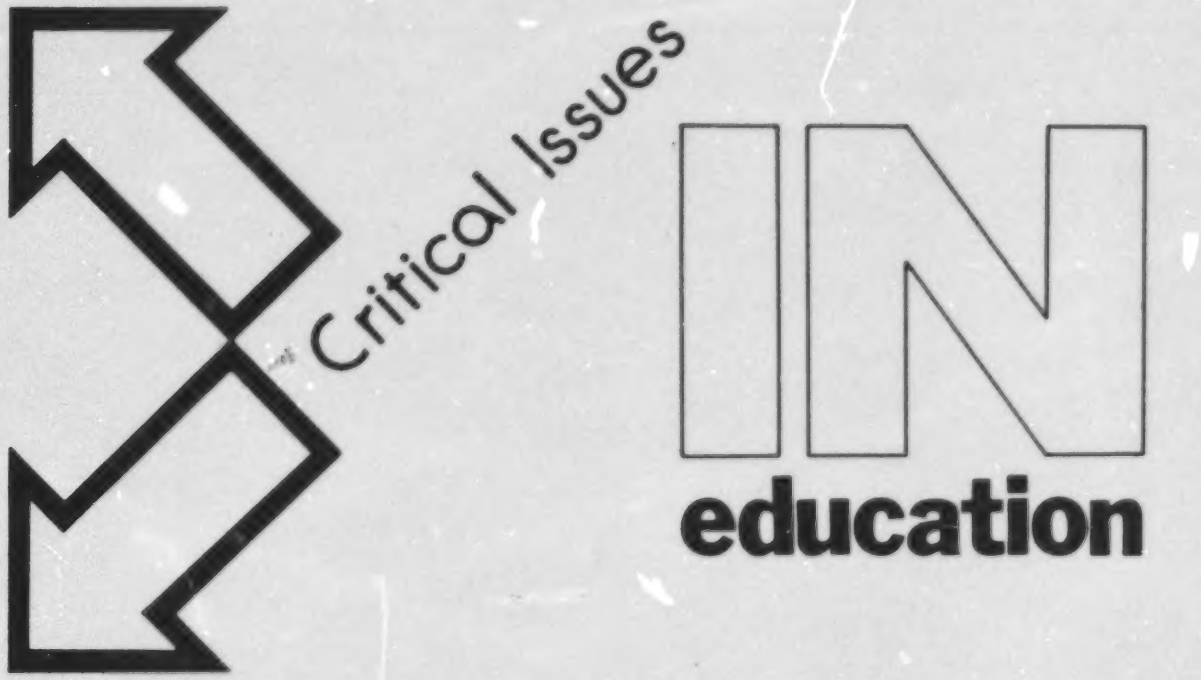
7. Make a list of the people in this group and state their areas of expertise. Does anyone want to volunteer to give a presentation at a CTEA meeting? If so, in what area?

8. What committees are you interested in serving on?
   1. Committee for the review and development of curriculum materials
   2. Committee to coordinate, investigate, and report the research and special studies on teacher education in the Caribbean
   3. Program committee (for planning future CTEA meetings)
   4. Membership committee (to expand the membership)

INTER AMERICAN UNIVERSITY OF PUERTO RICO

SAN JUAN CAMPUS

SIXTH ANNUAL EDUCATION CONFERENCE



Caribe Hilton Hotel, San Juan, Puerto Rico,
Tuesday and Wednesday, March 18 - 19, 1975

P R O G R A M A

CARIBE HILTON HOTEL

Martes, 18 de marzo de 1975		**Banquete** **Main Ball Room**
7:00 p.m.		Coctel
8:00 p.m.	Meditación	*Dr. Raymond Strong,* Profesor y Presidente Senado Universitario Universidad Interamericana de Puerto Rico
	Bienvenida	*Sr. Sol Luis Descartes,* Presidente Universidad Interamericana de Puerto Rico
	Saludo y Presentación de los Conferenciantes	*Dra. Norma T. Brady,* Directora Departamento de Educación Universidad Interamericana de Puerto Rico
8:30 p.m.		Banquete Selección Musical
	Presentación del Orador de la noche	*Dra. Lavinia Crescioni,* Vice Presidenta y Decana Ejecutiva Recinto de San Juan Universidad Interamericana de Puerto Rico

CRITICAL ISSUES IN EDUCATION

Dr. Ramón A. Cruz,
Secretario
Departamento de Instrucción Pública
Estado Libre Asociado de Puerto Rico

P R O G R A M A

CARIBE HILTON HOTEL

Miércoles, 19 de marzo de 1975

8:00 – 9:00 a.m.		Registro y Merienda
9:00 a.m.	Bienvenida	*Dr. Jorge Freyre,* Decano de Asuntos Académicos Universidad Interamericana de Puerto Rico
	Saludo y Presentación de Conferenciantes	*Dra. Norma V. Brady,* Directora Departamento de Educación Universidad Interamericana de Puerto Rico

CRITICAL ISSUES IN EDUCATION

9:30 a.m.	The Special Students of the 70's	*Dr. Frank Reissman*
10:30 a.m.	Interdisciplinary Teaching Strategies for the Student of Today	*Dr. Robert Ruderman*
11:30 a.m.	Humanistic Teaching	*Dr. Mario Fantini*
12:30 p.m.		Almuerzo
1:30 p.m.	Sesión de Preguntas y Respuestas	*Dr. Alfonso López Yustos,* Mantenedor
2:30 p.m.		Película sobre el sistema educativo en Venezuela
3:00 p.m.		Evaluación

INTER AMERICAN UNIVERSITY OF PUERTO RICO

SIXTH ANNUAL EDUCATION CONFERENCE

Director, *Dr. Norma T. Brady*

Any Conference is a large effort on the part of many individuals. To say "Thank you" is small payment. However, the success of an event is always compensation enough to those who have worked hard. The following people were among the many who were very cooperative in making the Sixth Annual Education Conference a beneficial experience, and to them and all others, we say thank you.

ORGANIZING COMMITTEE

Professor Evelyn Acosta
Mr. José Aldea
Professor Héctor Castro
Miss Carmen Domínguez
Professor Matilde García
Professor Celia Jiménez
Dr. Alfonso López Yustos
Dr. Juan Meléndez
Professor Winifred Meléndez
Professor Carmen Muñiz de Vázquez
Professor Myrna Ortiz
Professor Rosalina Peralta
Dr. Europa Piñero
Professor Dalila Rodríguez
Professor Ada Sánchez
Mr. Rafael Suárez

HOSTS AND HOSTESSES

Miss Laura Alejandro
Mrs. Sonia Albino
Mrs. Mercy Falero
Miss Gloria González
Mr. David González
Mrs. Georgina Hernández
Mrs. Minerva Laureano
Miss Alba Lugo
Miss Braulia Martínez
Miss Ivonne Martínez
Miss Daliana Muratti
Miss Daisy Rivera
Miss Rosín Rivera
Miss Daisy Ruiz
Miss Rosa M. Sánchez
Mr. Julio Gil de la Madrid

Special thanks to the Inter American University Chorus under the direction of Dr. James McCoy and Lotta Reifkohl.

INTER AMERICAN UNIVERSITY OF PUERTO RICO

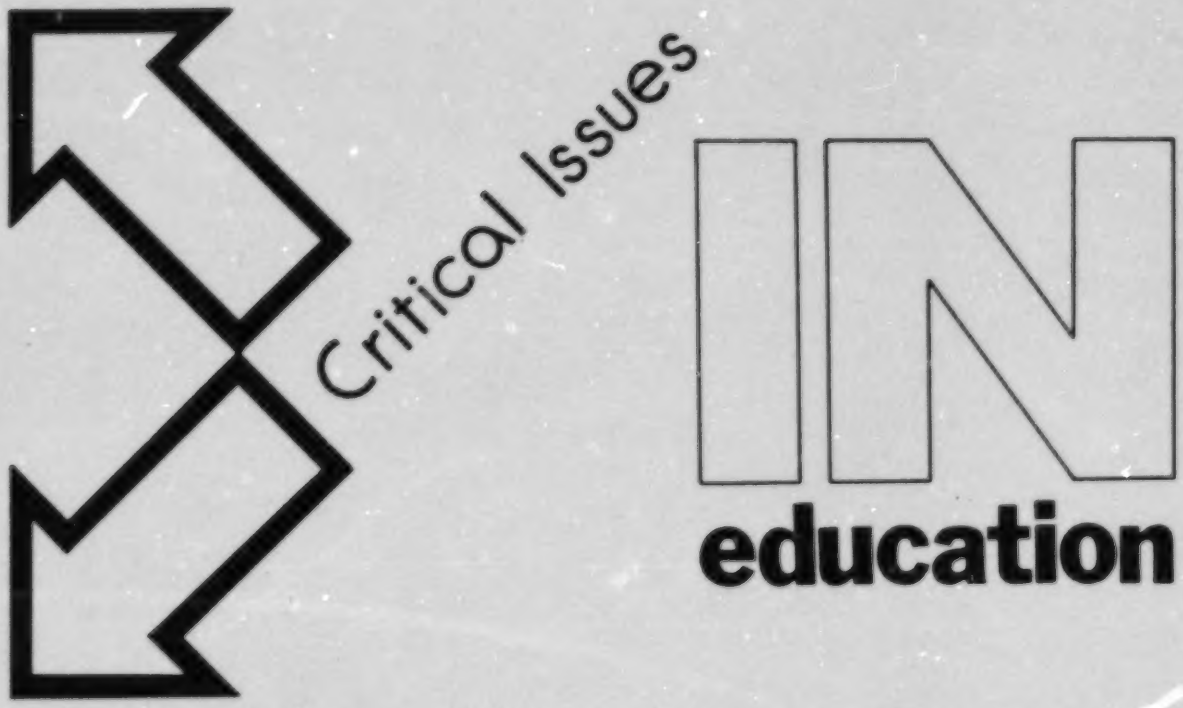
Announces

THE SIXTH ANNUAL EDUCATION CONFERENCE

March 18 – 19, 1975

The Caribe Hilton Hotel, San Juan, Puerto Rico

CONFERENCE TOPIC:



PROGRAM:

Banquet – Main Ballroom, Caribe Hilton Hotel
March 18, 1975 – 8:00 p.m.
Speaker: Dr. Ramón A. Cruz, *Secretary of Education, Commonwealth of Puerto Rico*

Day Session – March 19, 1975 – 9:00 a.m.
Main Ballroom, Caribe Hilton Hotel

1. The Special Students of the 70's – Dr. Frank Reissman
2. Interdisciplinary Teaching Strategies for the Student of Today – Dr. John Ruderman
3. Humanistic Teaching – Dr. Mario Fantini

TRADITIONAL EVENTS

March 18, 1975

ANNUAL BANQUET

8:00 P.M.

March 19, 1975

ANNUAL LUNCHEON

The fees for the conference are as follows:

Registration	$7.00
Banquet	10.00
Merienda and Lunch	8.00

Your response is needed!

PLEASE:

1. Return the Advance Registration Form to:
   Education Conference, Education Department
   P. O. Box 1293, Hato Rey, Puerto Rico 00919
2. Enclose check or money order made out to Inter American University.

ADVANCE REGISTRATION FROM

The 6th Annual Education Conference will be held at the Caribe Hilton Hotel in San Juan, March 18–19, 1975. Please return this completed registration form to: Education Committee, Inter American University, Hato Rey, Puerto Rico 00919. Please duplicate this form and distribute to your friends and colleagues. Please mark which activities you are attending.

NAME _____

MAIL ADDRESS _____

_____

REGISTRATION FEE $7.00 _____ BANQUET $10.00 _____

LUNCH $8.00 _____

TOTAL AMOUNT ENCLOSED $_____

INTER AMERICAN UNIVERSITY CONFERENCE

Education Department

May 8-9, 1975

DISCUSSION QUESTIONS Dr. Allen Schmieder-Speaker

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1. WHAT IS THE RELATIONSHIP OF GOVERNANCE TO TEACHING CENTERS?

   --Who is involved?
   --How are decisions made?
   --Who do they represent?
   --How is policy implemented?
   --How does the organized profession fit in?

2. WHAT IS THE FINANCIAL PICTURE OF TEACHING CENTERS?

   --Is it hard or soft money?
   --Who puts in what, and how much?
   --If external funds are used, what is the plan for program continuity?

3. WHAT ARE THE INCENTIVES AND WHAT ARE THE COSTS FOR PARTICIPANTS TO BE INVOLVED IN A TEACHING CENTER?

   --For college personnel?
   --For teachers?
   --For community representatives and/or parents?

4. HOW DOES ONE USE THE TEACHING CENTER TO ELEVATE THE CONCEPT OF TEACHER TRAINING TO THE CONCEPT OF PROFESSIONAL DEVELOPMENT FOR ALL EDUCATIONAL PERSONNEL?

5. WHAT IS THE RELATIONSHIP OF TEACHING CENTERS AND PROFESSIONAL DEVELOPMENT TO PROGRAM DEVELOPMENT IN BOTH ELEMENTARY AND SECONDARY SCHOOLS AS WELL AS COLLEGES AND UNIVERSITIES?

6. HOW DOES ONE EVALUATE PROCESS AND PROGRAM IN A TEACHING CENTER?

   --In a collaborative effort, what are the "touchy" issues?

7. HOW DOES ONE DEVELOP PROGRAMS FOR THE SHARING OF RESOURCES?

   --What trade-offs must be made?
   --What are the logistics of communication?

8. HOW DOES ONE SORT OUT THE FUNCTIONS THAT TEACHING CENTERS CAN SERVE?

   --Can a center be all things to all people?
   --How should they be organized?
   --Where do needs assessment and goal setting fit in?

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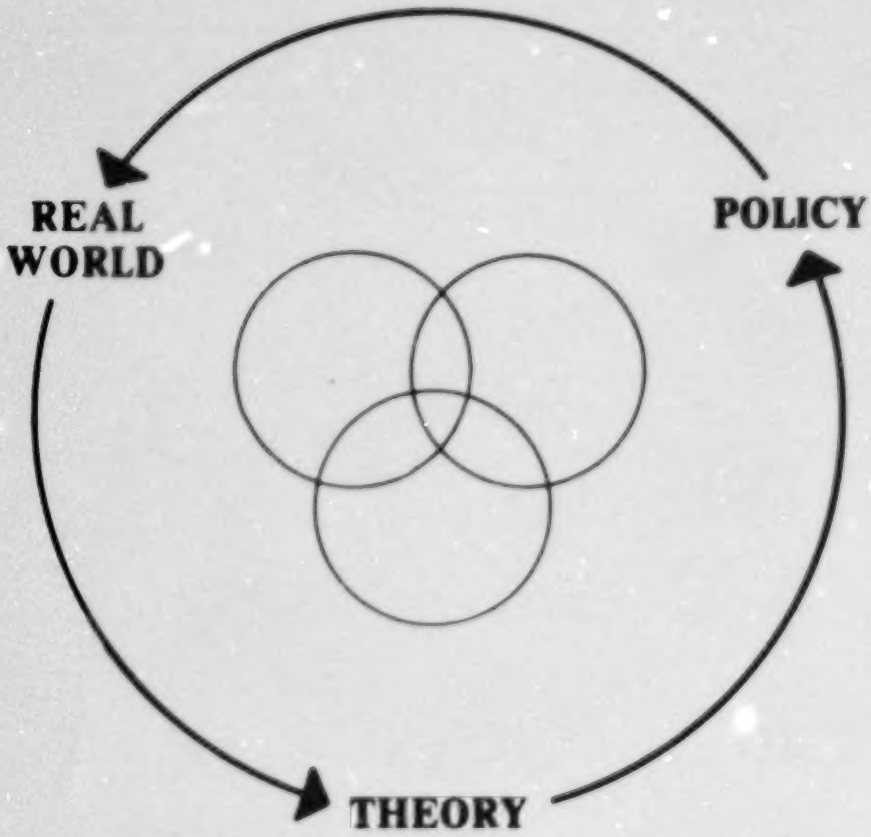
INTER AMERICAN UNIVERSITY OF PUERTO RICO

SAN JUAN CAMPUS

AN AWARENESS CONFERENCE: ISSUES PERTINENT TO TODAY'S EDUCATOR

ON STUDENT PROBLEMS, TEACHING PROBLEMS, AND RESOURCES



Caribe Hilton Hotel, San Juan, Puerto Rico

THURSDAY AND FRIDAY, MAY 8 - 9, 1975

PROGRAM

CARIBE HILTON HOTEL

AN AWARENESS CONFERENCE: ISSUES PERTINENT TO TODAY'S EDUCATOR

ON STUDENT PROBLEMS, TEACHING PROBLEMS, AND RESOURCES

THURSDAY, MAY 8, 1975

8:00 – 9:00 A. M.	Registration Coffee
9:00 A. M.	Introduction and Statement of Theme *Dr. Norma Brady*, Chairman Education Department Inter American University Hato Rey, Puerto Rico Welcome *Dr. Lavinia Crescioni* Vice President and Executive Dean Inter American University Hato Rey, Puerto Rico
9:30 A.M. – *Dr. A. Harry Passow* Dr. Passow is the Jacob Schiff Professor of Education and the Director of the Division of Educational Institutions and Programs at Columbia University, New York	An Alternative Proposal for Teachers and Institutions in Puerto Rico with Disadvantaged Students.
10:30 A. M.	Group Discussion on Above Theme
11:15 – 12:15 P. M.	Interest Group Session on Problems in Puerto Rico Related to Above Theme
12:15 P. M.	Lunch
1:15 P. M. – *Dr. Francis Hammond* Assistant Regional Commissioner Health, Education and Welfare US Office of Education, New York.	The Federal Government: Its Role Under The Higher Education Act and Its Application to Programs for Puerto Rico.
2:15 P. M.	Discussion on Above Theme
3:00 – 3:30 P. M.	Interest Group Session

PROGRAM

CARIBE HILTON HOTEL

FRIDAY, MAY 9, 1975

8:00 – 9:00 A. M.	Registration Coffee
9:00 A. M.	Introduction and Statement of Theme *Dr. Norma Brady* Welcome *Dr. Jorge Freyre*, Dean of Academic Affairs Inter American University Hato Rey, Puerto Rico
9:30 A. M. – *Dr. Allen Schmieder* Chief, Support Programs Division of Educational Systems Development, US Office of Education, Washington, DC.	The Learning Resources Teacher Center - A Means for Educational Reform in Puerto Rico
10:30 A. M.	Group Discussion on Above Theme
11:15 – 12:15 P. M.	Interest Group Session
12:15 P. M.	Lunch
1:15 P. M. – *Dr. Sam Yarger* Director, National Teaching Center Study - Syracuse University	Planning and Organization of The Learning Resources / Teacher Center
2:15 P. M.	Group Discussion on Above Theme
3:00 P. M.	Review and Critique

INTER AMERICAN UNIVERSITY OF PUERTO RICO

AN AWARENESS CONFERENCE: ISSUES PERTINENT TO TODAY'S EDUCATOR

Conference Planning Committee

Chairman	*Dr. Norma T. Brady* Director Department of Education Inter American University Hato Rey, Puerto Rico
Professor Adela Capó	Administrative Assistant to the Vice President and Executive Dean Inter American University Hato Rey, Puerto Rico
Dr. Ian Court	Intern to the Vice President of Academic Affairs Inter American University Hato Rey, Puerto Rico
Dr. Alicia Torruellas	Professor of Education University of Puerto Rico Consultant on Puerto Rican Problems in Education Title III Program, Inter American University, Hato Rey, Puerto Rico

INTER AMERICAN UNIVERSITY

of Puerto Rico

Graduate Programs

Programs of Study

All graduate programs on the San Germán and San Juan campuses of Inter American University are administered through the Office of the Coordinator of Graduate Studies on each campus. Graduate degrees offered at San Germán are the Master of Arts in Education and the Master of Business Administration. At San Juan the graduate degrees offered are the Master of Arts in Education, the Master of Business Administration, the Master of Arts in Economics, and the Master of Arts in Teaching English as a Second Language.

Each master's degree requires from 30 to 36 credits and the passing of a comprehensive examination. An independent research project is a requirement for the Master of Arts in Teaching English as a Second Language, and a thesis is optional in the program leading to the degree of Master of Business Administration. A degree may be earned through part-time study, but all work must be completed within a period of five calendar years.

All graduate students at Inter American University are expected to be functionally proficient in both English and Spanish, and courses may be offered in either language. The bilingual and bicultural character of Inter American's programs distinguishes them from similar programs offered elsewhere.

Research Facilities

Both campuses have comfortable, well-stocked libraries and good collections of audiovisual equipment, including speech laboratories, a reading laboratory, and a multidisciplinary autotutorial learning center. The recently inaugurated campus school at San German serves as a living laboratory for educational research, and the location of the San Juan campus within minutes of the Department of Public Instruction and the city's financial center is particularly useful for special programs, lectures, conferences, and community resource utilization.

Financial Aid

A flexible system of departmentally recommended assistantships makes financial aid available to qualified students in return for limited service to the University. Whenever possible, the work required of graduate assistants is related to their individual fields of study.

Cost of Study

The tuition fee for graduate students is $50 per credit hour. There are, in addition, a $25 application fee, a $30 graduation fee, and general University, student activity and dispensary fees totaling $35 per semester.

Cost of Living

On the San Germán campus unmarried students may live in one of the residence halls at a cost of approximately $550 per semester for room and board. In San Juan students are responsible for finding their own housing, since the University does not provide any at this time; the director of student personnel affairs will assist students in making living arrangements. The cost of living in San Juan is comparable to that in New York, Washington and other large cities on the mainland. Dress is generally informal, however, and summer clothing is used year 'round.

Student Body

Last year there were approximately 275 graduate students at San Germán, 600 at San Juan, and 275 in programs at military bases. Most of these were mature persons who had been granted leaves to further their education or who were studying part time outside of their normal working hours. Most graduate students at Inter American University are, then, characterized by seriousness of purpose and professional commitment. A great majority are married and have families. Although some are from other parts of the United States and from Latin America, most were born in Puerto Rico and graduated from Puerto Rican colleges.

The Communities

The charming 17th-century town of San Germán in southwestern Puerto Rico is of great historical and architectural interest. It is a small town with one movie house, a few small hotels and restaurants, and one of the oldest churches in the western hemisphere. The oldest campus of Inter American University occupies 276 acres of rolling land in the beautiful Santa Marta hills adjacent to the town.

The other main campus of the University consists, in startling contrast, of two large buildings within walking distance of the fast-paced modern financial center of San Juan, the largest, busiest and wealthiest city of the Caribbean. Though younger, the San Juan campus is already larger in terms of student population.

The University

Inter American University of Puerto Rico, founded in 1912, is a private, coeducational liberal arts institution denominationally affiliated with the United Presbyterian Church. The University is, however, ecumenical in concept and welcomes students of all denominations and faiths. The unusual blending of Hispanic and Anglo-Saxon cultures in Puerto Rico permits the University and its students to benefit from the riches of both heritages. And since Puerto Rico is one of the most rapidly developing areas in the world – economically, politically and culturally – it is of great interest to students in every field of learning. The faculty of the University is drawn from mainland United States, Puerto Rico, other islands of the Caribbean, Europe, Latin America and Asia.

Applying

The completed application form, including official transcripts of all undergraduate work, must be received at least one month prior to the beginning of the semester in which the applicant wishes to enroll. Applications for graduate assistantships must be received with all supporting papers not later than April 30 for the fall semester.

Correspondence and Information

Coordinator of Graduate Studies
Inter American University
P. O. Box 1293
Hato Rey (San Juan), Puerto Rico 00919

Coordinator of Graduate Studies
Inter American University
San Germán, Puerto Rico 00753

(over)

THE FACULTY

San Germán

Ricardo A. Acosta, Associate Professor of Health and Physical Education; M.A., New York University, 1965. Recreation administration.

Livia G. Avilés, Associate Professor of Education; M.A., New York University, 1963. Supervisor and director of curriculum.

Lynn Darrell Bender, Professor of Political Science; Ph.D., George Washington University, 1970. Comparative government and politics.

Ana Inés Braulio, Associate Professor of Education; Ed.D., Indiana University, 1971. Adult education.

Jorge N. Cintrón, Professor of Religion and Philosophy; Ph.D., Boston University, 1969. Religious education.

Francisco J. Flores, Professor of Economics and Business Administration; Ph.D., University of Alabama, 1972. Economics and finance.

Angel R. González Meléndez, Associate Professor of History; M.A., Johns Hopkins University, 1948; International Studies, 1951. Hispanic America.

Elercia Jorge, Professor of Spanish; Ph.D., University of Puerto Rico, 1970. Spanish studies.

June Martínez Rodríguez, Associate Professor of Education; M.S., College of Agriculture and Mechanic Arts of Mayaguez, 1967. Extension education.

Aurea C. Pardo Martínez, Associate Professor of Education; M.A.E., Eastern Michigan University, 1965. Educational administration and supervision.

Julio Ramírez Vélez, Associate Professor of Economics and Business Administration; M.A., Rutgers University, 1965. Economics and industrial relations.

Miguel A. Rodríguez Figueroa, Assistant Professor of Psychology; M.A., University of New Mexico, 1967. Psychology.

Luis F. Sambolín, Professor of Health and Physical Education; Ed.D., Columbia University, 1962. Physical education.

Deadina Torres Renta, Associate Professor of Education; M.S.E., Fordham University, 1965. Supervision, administration, and methods.

Damián Vélez Serra, Assistant Professor of Education; Ph.D., University of Connecticut, 1974. Education.

Nilda Vilella de Sambolín, Associate Professor of Health and Physical Education; M.A., Columbia University, 1954. Health education and physical education.

San Juan

Janice R. Bohi, Assistant Professor of English and Linguistics; Ph.D., Case Western Reserve University, 1973. Literature.

Norma Taylor Brady, Associate Professor of English and Linguistics; Ed.D., Columbia University, 1974. Curriculum and teacher education in higher education.

Ian Court, Associate Professor of Education; Ph.D., University of Illinois, 1969. Education.

Warren M. Davis, Professor of Education; Ed.D., Ohio State University, 1952. Education.

Armando Díaz Rojas, Professor of Economics and Business Administration; Ph.D., New York University, 1963. Organizational policy, personnel administration.

Alberto A. García Menéndez, Professor of History; Doctor en Filosofía, University of Havana, 1946. Methods of historical research.

Julia González de Guzmán, Associate Professor of Education; Ed.D., Lehigh University, 1972. Elementary education.

Europa González de Piñero, Professor of Education; Ed.D., New York University, 1965. Educational administration and supervision.

Alfonso López Yusto, Associate Professor of Education; Ph.D., New York University, 1970. Educational religion.

Juan R. Meléndez, Associate Professor of Education; Ed.D., University of Tennessee, 1960. Administration and supervision.

Gregoria Merced, Associate Professor of Economics; Ph.D., University of Texas, 1973. Taxation.

Rose Nash, Professor of English and Linguistics; Ph.D., Indiana University, 1967. Contrastive phonology and modern grammatical theory.

Paulino Pérez Sala, Professor of Spanish; Ph.D., University of Puerto Rico, 1971. Spanish and Spanish American literature, linguistics.

Carmen Rodríguez de Mora, Professor of Spanish; Dr. en Filosofía y Letras, Universidad de Madrid, 1960. Spanish literature, Latin and linguistics.

Donald B. Smith Associate Professor of English and Linguistics; Ph.D., University of New Mexico, 1967. Contemporary literature of the United States.

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